

**Asia Pacific
Foundation
of Canada**

**Fondation
Asie Pacifique
du Canada**



Intention after Graduation: A Survey of International Students in Canada from P.R. China

Prepared by

Asia Pacific Foundation of Canada

May 10, 2010

Table of Contents

Executive Summary	2
Introduction.....	4
Objective.....	4
Methodology	4
Major Findings	5
1) Chinese Students in Canada	5
2) Profile of Surveyed Chinese Students	6
3) Intention to Return to China after Graduation	12
4) Intention to Stay in Canada after Graduation	15
5) Intention to Start own Business	20
6) Perceived Barriers for Starting up Business	27
7) Interest in Learning about Business	28
Conclusion	29
Reference:	31
Appendix A: List of Contacts.....	32
Appendix B: Screen Shot of Advertisements.....	37
Appendix C: About Author and Acknowledgement	39

Executive Summary

This report summarizes the major findings of a survey of Chinese international students in Canada. The objective of this survey is to find out the intentions after graduation of Chinese international students in Canada. The study was commissioned by the S.U.C.C.E.S.S. Business & Economic Development and has been conducted by Asia Pacific Foundation of Canada. The survey was carried out during the period of February 9 to March 11, 2010.

The survey was conducted online and received 179 valid responses. Major findings of this study include:

- China is currently the second-largest source country of international students entering Canada annually. Chinese students are the largest group among all international students studying in Canada.
- Nearly a quarter (28%) of all respondents report that they plan to return to China, half (51%) indicate that they would like to stay in Canada, and 14% intend to go to another country after graduation from a Canadian school.
- The majority of those who plan to return to China intend to work, as do those who plan to stay in Canada. Those who plan to go to another country will do so mainly for the purpose of further education.
- The Canadian Experience Class (CEC) program seems popular among most Chinese students in Canada, especially for those study permit holders who also have an intention to stay in Canada. 44% of all respondents have applied for or have an intention to apply for permanent residence under the CEC.
- Chinese international students who have not yet graduated are significantly more likely to stay in Canada than those who have graduated.
- Chinese students who studied or are studying in British Columbia are more likely to stay in Canada and apply for the CEC than their peers who study in other provinces.
- Nearly one in five respondents has an intention to start their own business either in Canada or in China while some 31-35% of respondents have no interests at all in business. The majority (45%-48%) are potential entrepreneurs if an opportunity occurs, regardless of whether they are in Canada or in China.

- Male students are significantly more business oriented and have stronger intentions than females to start a business, whether in Canada or in China.
- Chinese students in Canada have shown diversified business interests. Finance, ICT and green technology & energy-saving related environmental businesses are sectors that Chinese students are interested in the most.
- Lack of capital funds, lack of knowledge about starting a new business, and lack of market information are perceived by respondents the top three barriers preventing them from starting up or advancing their own business.
- Nearly 60% of respondents are interested in learning more about government assistance programs in Canada for business start ups.

The report finally concludes that any policy measures related to international students in Canada cannot ignore this significant group. Although this survey has a small sample size, and the results do not necessarily represent all Chinese students in Canada, the findings still offer a fresh look at the general profile of this group as well as at their intentions after graduation in Canada. These findings may also help Canadian policymakers and service providers related to newcomers in Canada to have a better understanding of the large group of Chinese students in Canada.

Introduction

This survey of Chinese international students in Canada was commissioned by S.U.C.C.E.S.S. Business & Economic Development and has been conducted by the Asia Pacific Foundation of Canada. The study was carried out during the period of February 9 to March 11, 2010. This report presents the major findings of this study.

Objective

The general objective of this survey is to find out the intentions after graduation of Chinese international students in Canada. A particular focus of the study is to find out how likely are Chinese international students graduating or recently graduated from Canadian schools to stay in Canada and start their own business, or if they will return to China to seek business opportunities.

Methodology

The survey was conducted online through the Survey Monkey (www.surveymonkey.com). The survey was accessible online to collect responses at www.surveymonkey.com/s/2010ChineseStudentSurvey from February 16 to March 11, 2010.¹

In order to reach out to the Chinese international student community in Canada, a multidimensional communication strategy was developed, and mainly included:

- Contacting directly the Chinese Students Associations (or similar) in post-secondary schools across Canada. Information on these associations was obtained mostly from online searches with some help from direct contacts in these associations. A list of these contacted Chinese Students Associations is provided in Appendix A.
- Contacting directly the faculties and post graduate students whose emails are listed on university website. An invitation letter to respond to the survey was send to those whose last names suggested they were Chinese.
- Advertizing in Chinese online media, of which one is based in Toronto and one is based in Vancouver. The screen shots of the online advertisement are provided in Appendix B.

The survey has received 223 responses during the survey period, among which 179 are valid and are used in the analysis of the rest of the report.² A summary of all types of respondents is reported in Table 1. All data used for this report are from this survey unless specified otherwise.

¹ The survey questionnaire is available upon request. Please contact author at Kenny.zhang@asiapacific.ca

Table 1: Survey Respondents

Category of Respondents		Number	%
Yes (agreed to start survey)	Completed	179*	80.0
	Not completed	29	13.0
No (didn't agree to start survey)		8	4.0
Skipped (just visiting)		7	3.0
Total		223	100.0

Note: * this report is based on 179 respondents only.

Major Findings

1) Chinese Students in Canada

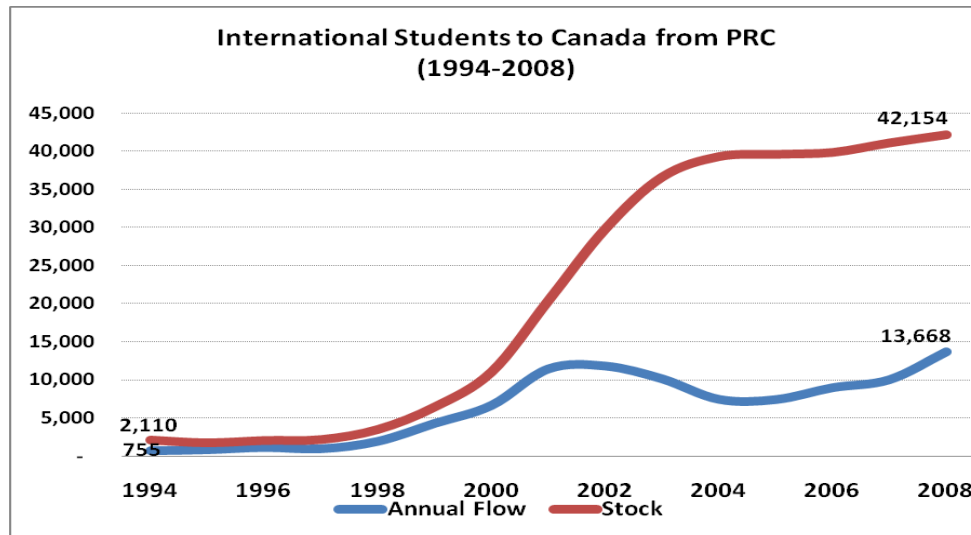
The number of Chinese students coming to Canada has grown significantly from just a few hundred a year in the mid-1990s to close to 10,000 a year in the last eight years (see Figure 1). Currently, Chinese students represent 15 percent of Canada's annual intake of international students.

Since 2000, China has been the second-largest source country of international students entering in Canada annually. In terms of the total number of international students studying in Canada, China has topped the list since 2001.

The stock of Chinese students in Canada has increased much faster than the flow. By December 2008, 42,154 Chinese students were studying in Canada, up from just a couple of thousand in the mid-1990s. Today, nearly one in four foreign students in Canada is from China.

² The online survey of this kind is not a random one; therefore, the margin of error is not reported.

Figure 1



Source: Citizenship and Immigration (CIC), Facts and Figures, various years.

Student entries from China increased at a clip of about 17 percent a year from 1999 to 2008, ranking the rate of growth of students from China third among Canada's top source countries. The total number of students studying in Canada grew even faster – at about 27 percent a year, ranking China second on the list of countries.³

2) Profile of Surveyed Chinese Students

Age

The Chinese students who we surveyed look young and gender balanced. There are 155 out of 179 respondents who reported their age and gender. According to 155 respondents, nearly 80% of Chinese students are between 20 to 29 years old. Female students are slightly more than male counterparts, as 53% vs. 47%.

³ Zhang, 2010 forthcoming.

Figure 2

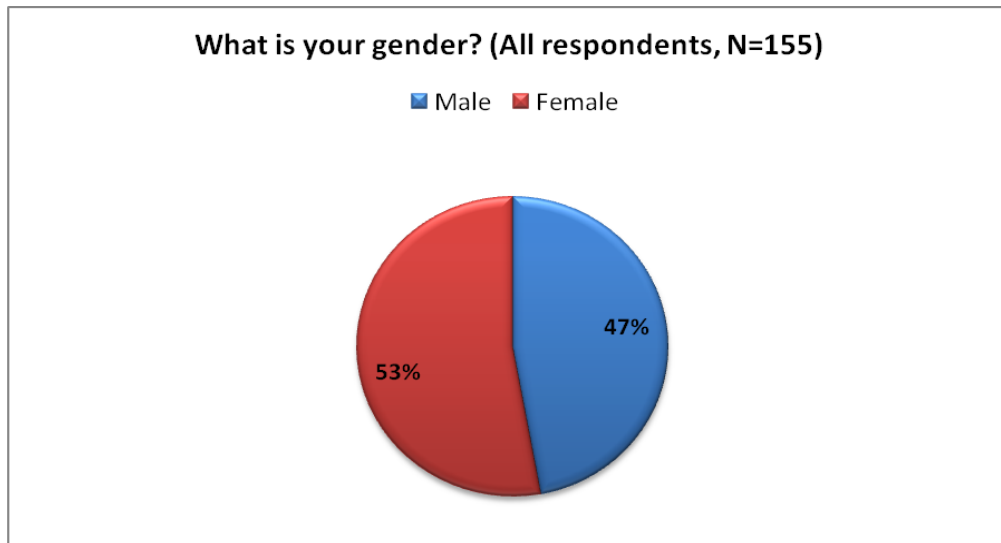
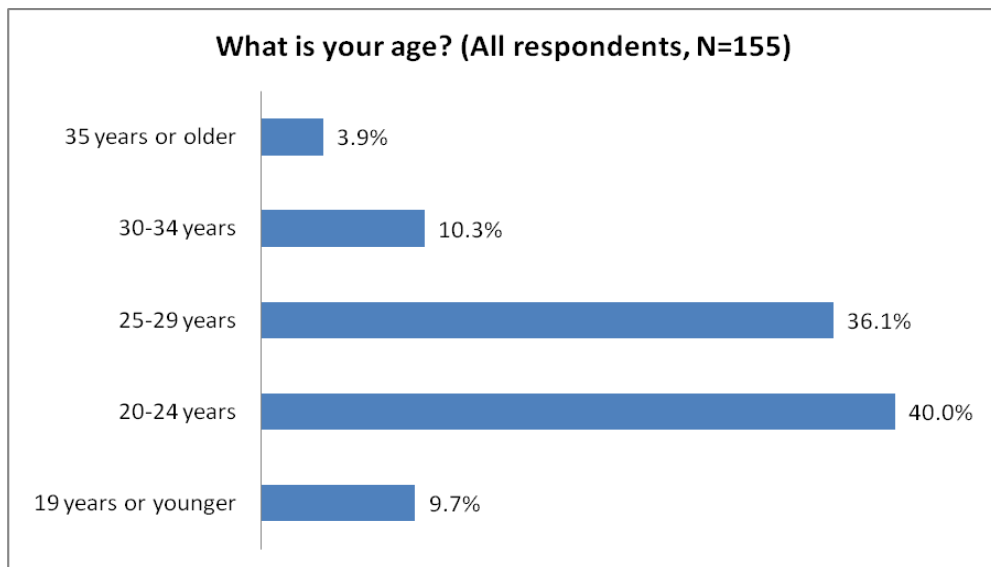


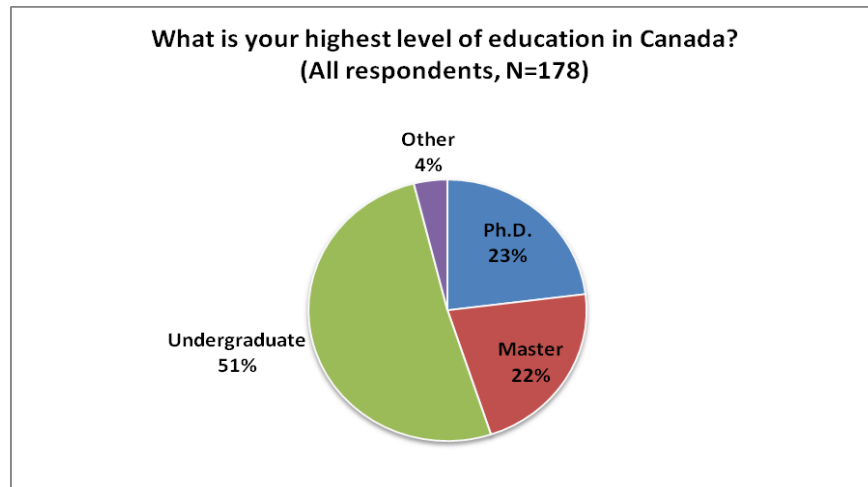
Figure 3



Level of Education

Among all responding students, nearly 45% are post-graduate students; 51% are undergraduate students, and 4% fall into other categories.

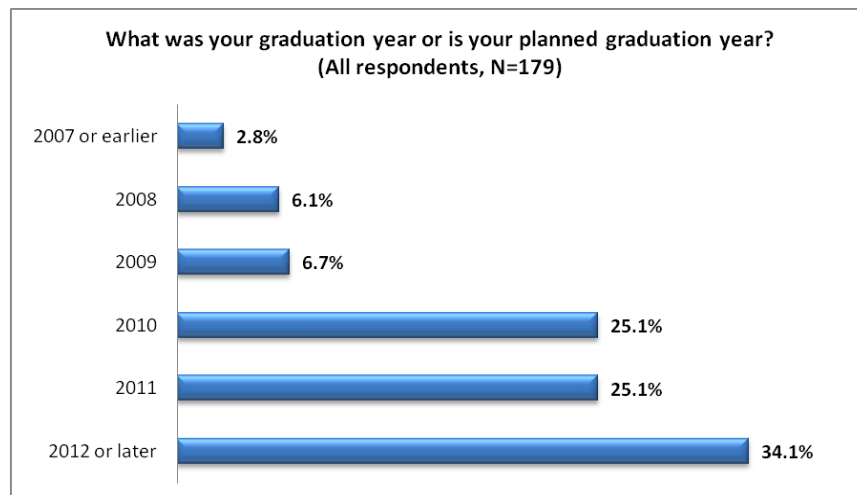
Figure 4



Year of Graduation

Students who are graduating from Canadian schools represent the majority of the respondents. One quarter each reports that they are graduating in 2010 or 2011 respectively, and 34% indicate graduation will happen in 2012 or later. Approximately 15% report that they have graduated from Canadian programs recently, and most graduated in past two years.

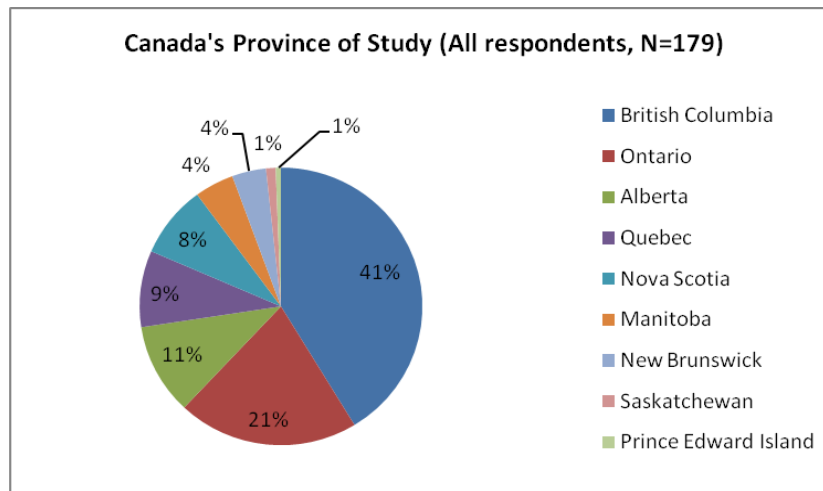
Figure 5



Province of Study

The majority of the respondents come from British Columbia, and the rest are widely spread across most provinces of Canada. Nearly 41% of respondents are based in B.C., followed by 21% from Ontario, 11% from Alberta and 9% from Quebec. Another 18% of respondents are scattered in Nova Scotia, Manitoba, New Brunswick, Saskatchewan and Prince Edward Island. The survey has not received any responses from Newfoundland and Labrador, Northwest Territories, Nunavut or Yukon.

Figure 6

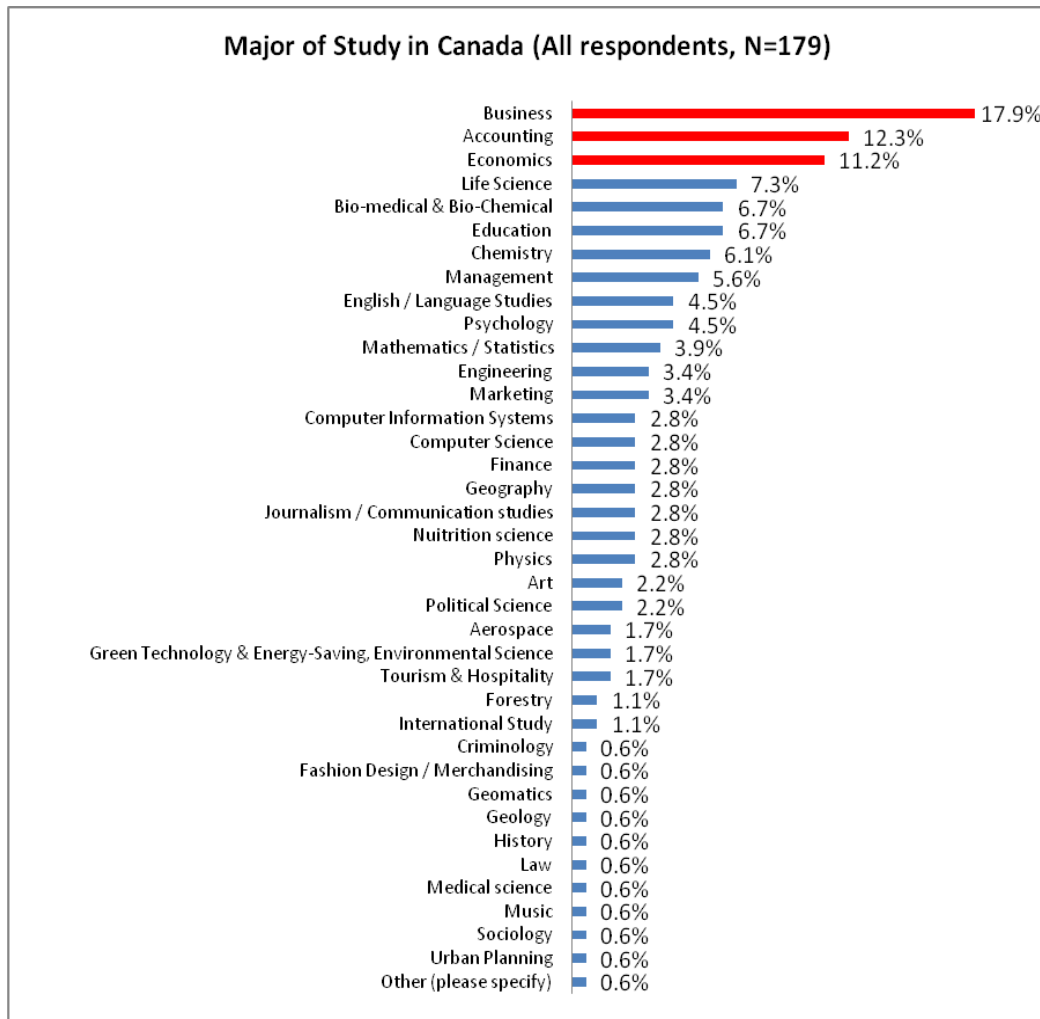


Major Area of Study

Business, Accounting and Economics are the top three majors of study in Canadian schools by surveyed Chinese students. Chinese students in Canada also have shown extended interest in areas ranging from life science, bio-medical & bio-chemistry to music and urban planning etc. In addition, Chinese international students are trained in some special majors, including, for example:

- Aerospace: 1.7%
- Bio-medical & Bio-chemistry: 6.7%
- Finance: 2.8%
- Green Technology & Energy-Saving, Environmental Science: 1.7%

Figure 7



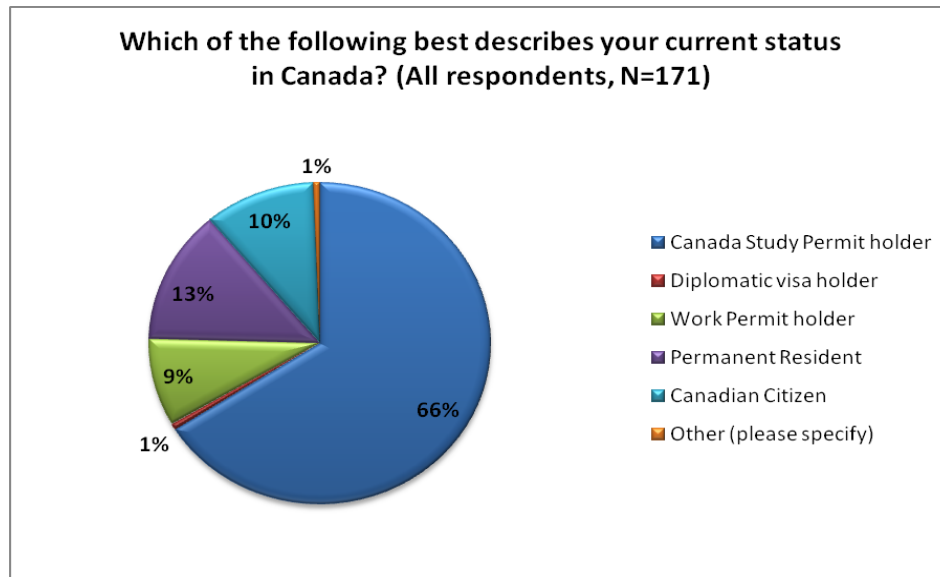
Note: this question allows multiple choices as some students are learning or have learned in multiple majors.

Legal Resident Status in Canada

The majority of respondents are true international students, as 66% of respondents report that they are Canadian Study Permit holders. The remainder of the respondents includes various resident statuses, from Canadian citizen (10%), Permanent Resident (13%), Work Permit holder (9%), to Diplomatic visa holder (1%) and other (1%).

Therefore, we will use two samples in the next section of the analysis on post-graduation intention, namely, an entire sample (All Respondents) and a sub-sample of Canadian Study Permit holders.

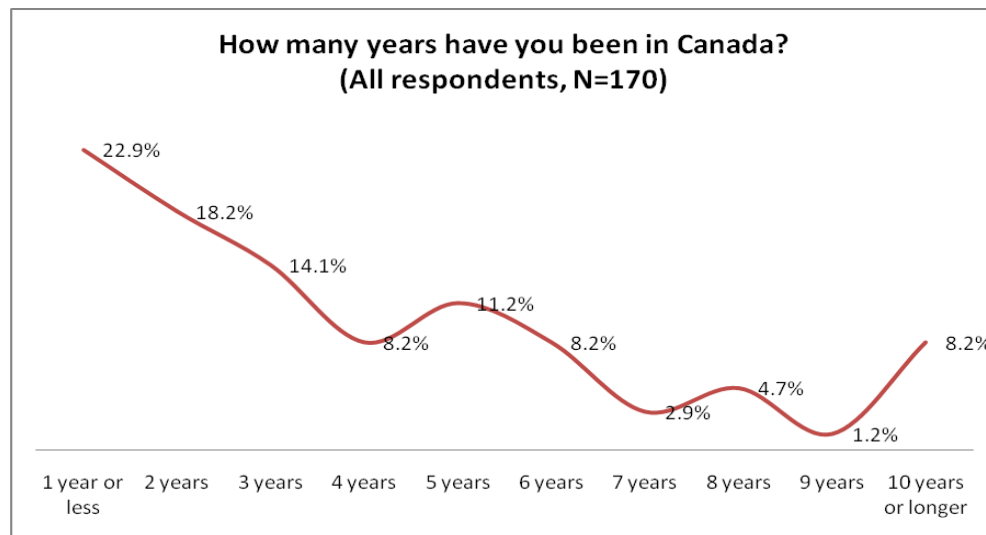
Figure 8



Years in Canada

Survey results indicate clearly that most surveyed students are newcomers to Canada. Nearly 63% report that they have been in Canada for less than five years, among whom 23% arrived Canada less than one year ago. The number of responding students declines as the time of residence in Canada gets longer.

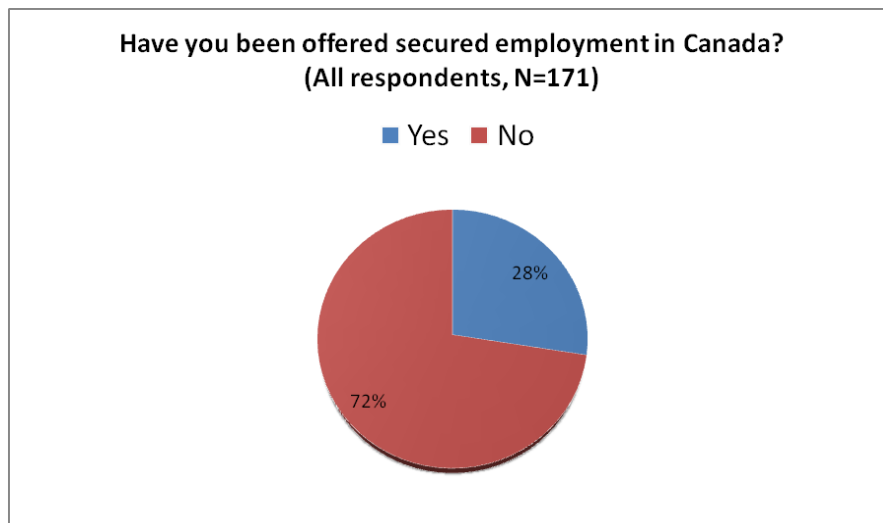
Figure 9



Job Offer

It is not surprising that 72% of surveyed Chinese students report that they have not been offered secure employment in Canada, especially at the time of economic crisis. Only 28% indicated they have been offered a secure job in Canada. Facing these tough labour market conditions in Canada, how will Chinese graduates make their post-graduation decisions?

Figure 10

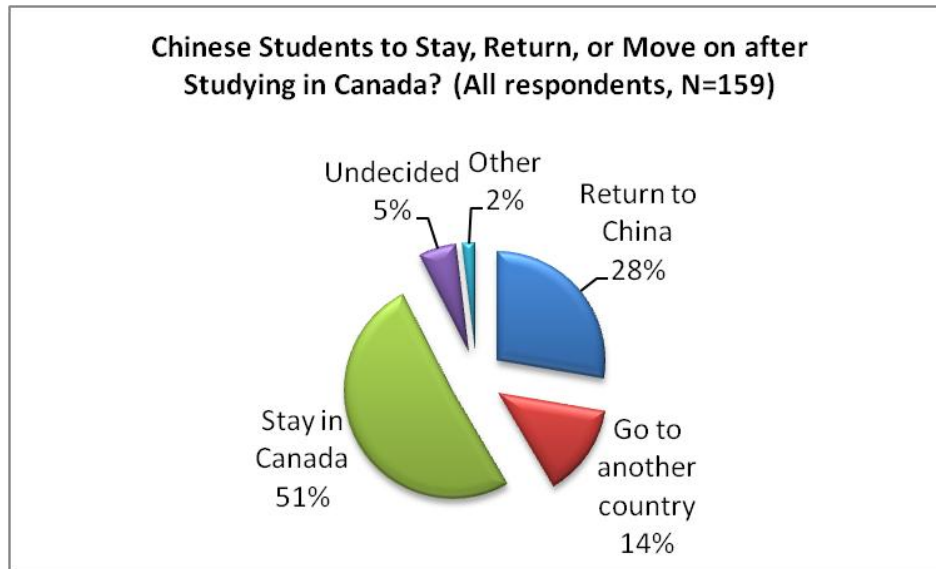


3) Intention to Return to China after Graduation

Chinese International students in Canada always face a complicated decision in the earlier period of their careers. At the time of graduation, will they decide to stay in Canada, return to China or move on to another country after years of studying in Canada? This is the first question related to the intention after graduation we asked in the survey.

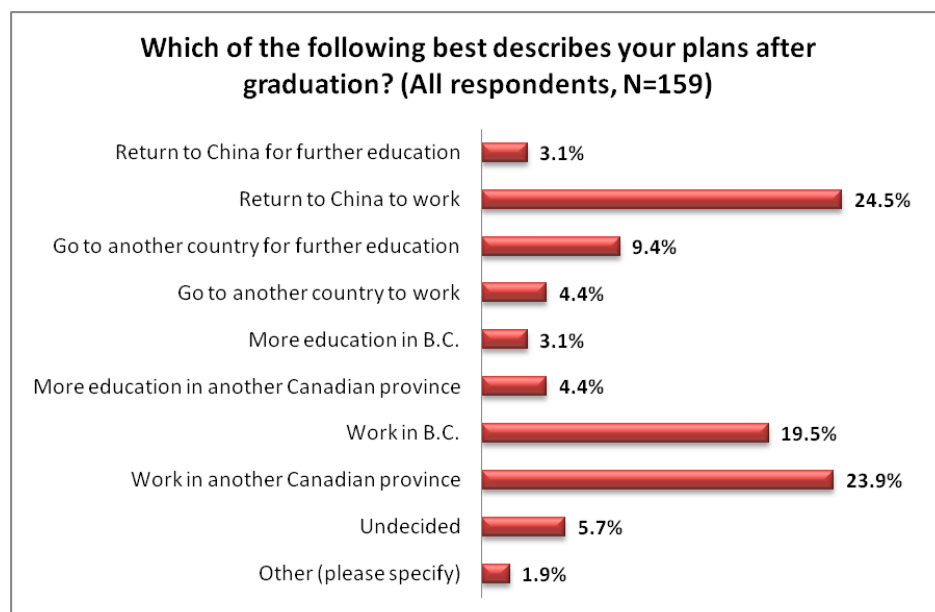
According to all Chinese student respondents, more than a quarter (28%) of responding students report that they plan to return to China after their graduation in Canada. Nearly half (51%) of the students indicate that they would like to stay in Canada after graduation, and 14% intend to go to another country. Some 7% of respondents suggest they are either undecided or have a flexible plans after graduation.

Figure 11



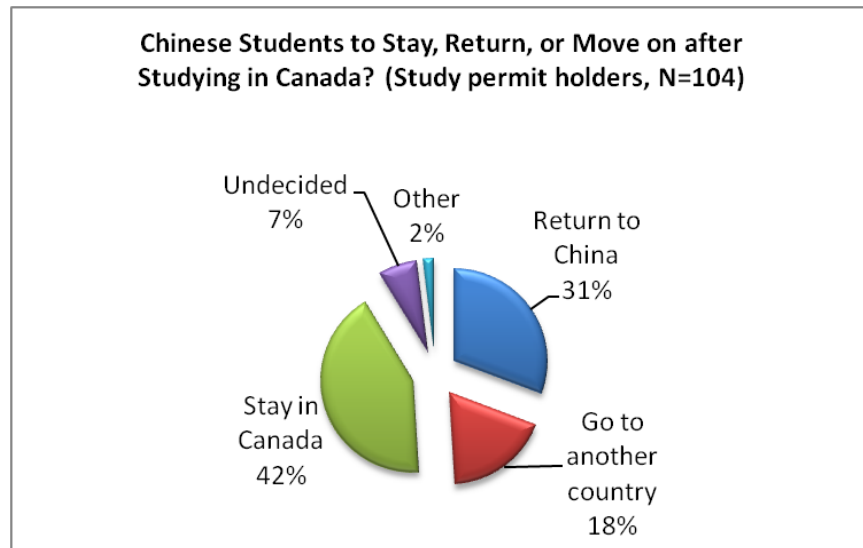
Our question further asked Chinese students to indicate their intention for work or for further study under the return-non-return decision. Figure 12 reports a detailed breakdown of all responses. Overwhelmingly, the majority of those who plan to return to China intend to work, so do those who decided to stay in Canada. The only exception is that those who plan to go to another country, mainly for the purpose of further education.

Figure 12



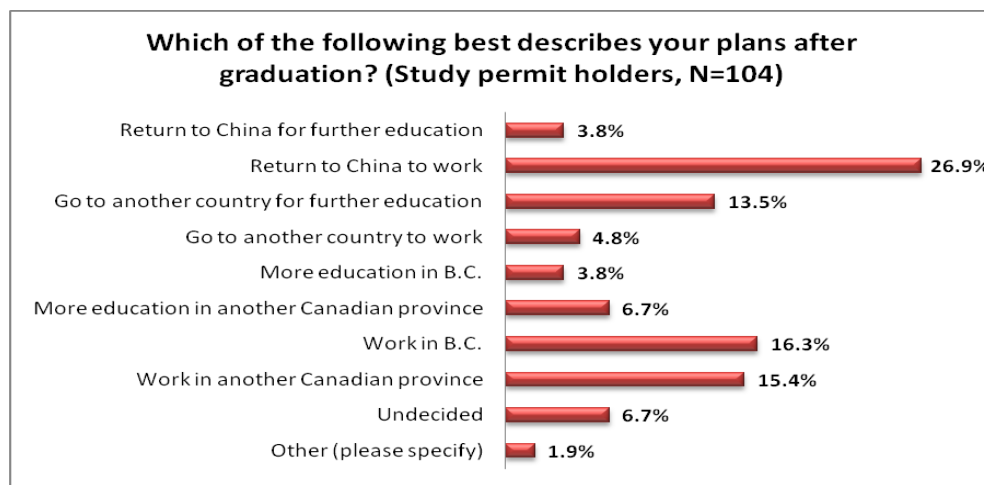
If confined to Canadian Study Permit holders, post-graduation plans are slightly different from all respondents. Their intention to return to China is greater as 31% report that they plan to return after graduation. Approximately 42% indicate an intention to stay in Canada, which is much less than entire respondent group. The study permit holders' likelihood of going to another country is also relatively higher.

Figure 13



However, the pattern of purpose behind study permit holders' decision to return or not-return reveals no significant difference from that of the entire group of respondents. In other words, after graduation in Canada, Chinese students intend to return to China or stay in Canada mainly for the purpose of working. Those who have decided to go to another country are essentially for further education.

Figure 14



4) Intention to Stay in Canada after Graduation

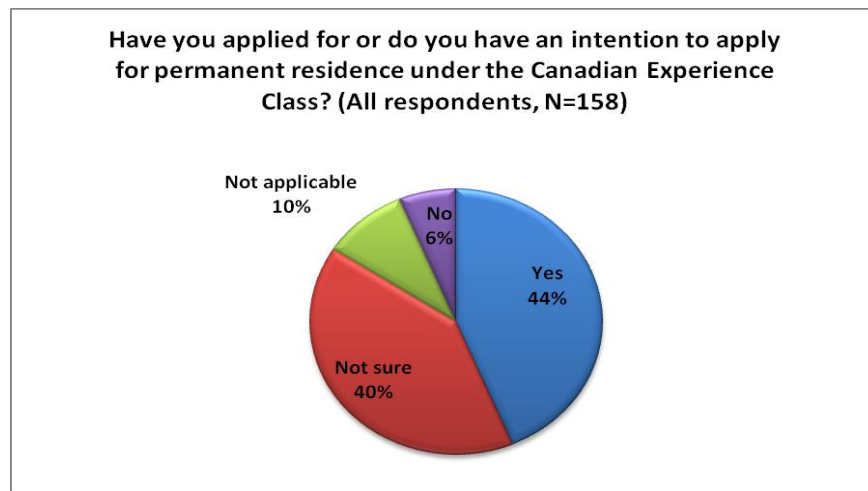
Despite a significant percentage of Chinese international students in Canada who plan to return to China for work or further study, the majority does intend to stay in Canada as shown in Figures 11 and 13.

One of the legal passages allowing an international student to become a permanent resident in Canada is to apply for immigration under the Canadian Experience Class (CEC).⁴ On September 17, 2008, Canada introduced a new Canadian Experience Class, which should make Canada more competitive in attracting and retaining individuals with the skills the country needs.

Our survey results suggest that the CEC seems fashionable among most Chinese students in Canada, especially for those study permit holders who also have an intention to stay in Canada. According to all survey respondents, nearly 44% indicate that they have applied for or have an intention to apply for the CEC after their graduation from a Canadian school. About 40% report that they are uncertain whether they will apply for the CEC. Another 16% of the respondents report that they either have become Canadian permanent residents or citizens, or have applied for immigration through other categories.

For Chinese students holding Canadian Study Permits, the majority (51%) responded “not sure” when they were asked if they have applied for or have an intention to apply for the CEC after graduation. However, the percentage interested in CEC increases to 66% among study permit holders who also have an intention to stay in Canada (as shown Figures 15 – 17).

Figure 15



⁴ The Canadian Experience Class is a new avenue of immigration for certain temporary foreign workers and foreign student graduates with professional, managerial and skilled work experience. Unlike other programs, the Canadian Experience Class allows an applicant's experience in Canada to be considered a key selection factor when immigrating to Canada. (CIC, 2008)

Figure 16

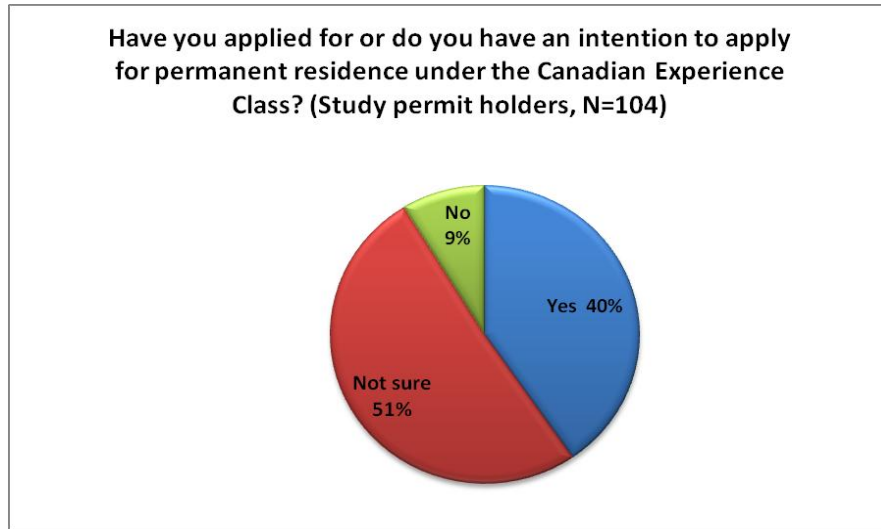
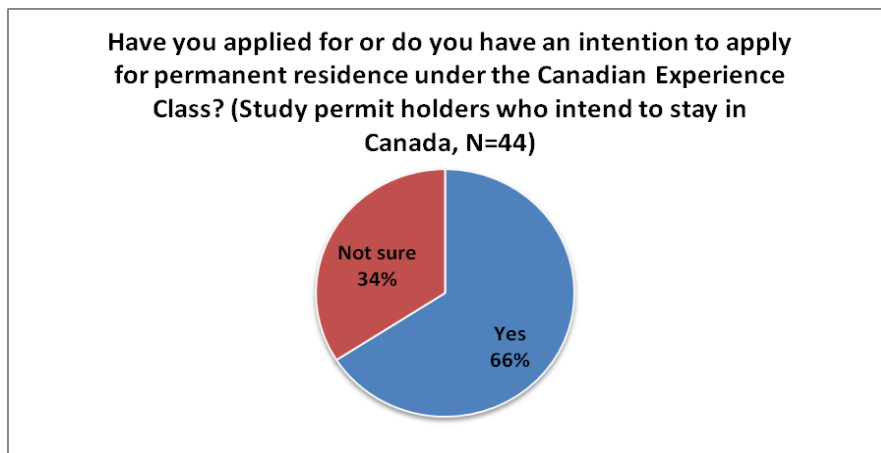


Figure 17



In addition to the legal resident status in Canada, other factors also have an impact on Chinese international students' intentions after graduation, which include their gender, age, level of education, years in Canada and job offer in Canada. Table 2 reports the results of a Logit regression analyzing factors affecting Chinese international students' decision of stay in Canada.

Table 2: Logit Regression on Chinese Students Post-Graduation Intention to Stay in Canada

Independent Variables	Intention to stay in Canada (Q11, Yes=1, otherwise=0)	
	All Respondents	Study Permit Holders
Gender (reference: female)		
male	-0.1403	-0.3532
Age (reference: 20-24 years)		
19 years or younger	-0.2247	0.5395
25-29 years	1.0863	1.1347
30-34 years	1.2061	-0.0492
35 years or older	2.5643*	0.5395
Year of Graduate (reference: 2009 or earlier)		
2010	-1.1259	17.5180***
2011	-0.6305	18.5907
2012 or later	-0.9137	18.3344***
Highest Education (reference: Undergraduate)		
Master	0.8316	0.9982
Ph.D.	-0.9855	-1.3603
Other	0.8821	0.7445
Major of Study (reference: science/arts)		
applied science/engineering	0.0837	-0.3562
business/management	1.3829**	1.2838*
economics/finance	-0.1414	-0.2990
health/pharmacy/nursing	2.3468**	
other social sciences/law/others	-1.3356	-0.2081
Province of Study (reference: British Columbia)		
Others	0.3383	-0.2088
Alberta	-0.4085	-0.7564
Ontario	-1.2917**	-0.8492
Quebec	-1.6928*	
Years in Canada (reference: 1 year or less)		
2 to 5 years	0.2832	0.7198
6 to 9 years	1.0045	0.1941
10 years or more	-0.6751	0.7198
Status in Canada (reference: Study Permit Holder)		
Canadian Citizen	1.5275*	
Permanent Resident	0.3237	
Work Permit holder	3.0060**	

Secured Job Offer in Canada (reference: Yes)		
No	0.2674	0.0688
Constant	-0.3326	-19.0612***
Statistics		
Number of observations	153	90
Pseudo R-Square	0.2611	0.1968
Log Likelihood	-78.246	-49.228
Notes: level of significance * p<.1, **p<.05, ***p<.01		

The results for both groups – all respondents and study permit holders – in Table 2 suggest that there is no significant difference between males and females in post-graduation intention to stay in Canada. However, the negative sign for males indicates that male Chinese students are less likely than female students to stay in Canada after their graduation from Canadian schools.

The difference between age groups is also not significant except for 35 years or older in all respondents group. This suggests that Chinese students who are 35 years or older are significantly more likely to stay in Canada. In other words, younger groups are less likely to stay in Canada after graduation.

Year of graduation has significant impact on study permit holders. Chinese international students who have not yet graduated are significantly more likely to stay in Canada than those who have graduated. However, the difference is insignificant for the group including all respondents.

While level of education seems to not significantly affect the decision to stay in Canada, however, the major of study plays an important role in making post-graduation plans. Chinese students who study business, management, health, pharmacy and nursing are significantly more likely to stay in Canada than those who study other majors.

Chinese students who studied or are studying in British Columbia are more likely to stay in Canada than their peers who study in Ontario or Quebec. For study permit holders, the difference among provinces is insignificant. However, the negative signs suggest that Chinese international students in B.C. seem more likely to stay in Canada.

The survey does not observe the significance that the years a Chinese students stayed in Canada has on their post-graduation decision to stay in Canada. Nevertheless, it is obvious that Chinese students who are Canadian citizens or work permit holders are significantly more likely than study permit holders or permanent residents to stay after their graduation.

Having a secured job offer or not in Canada has no significant impact on Chinese students' decision after graduation from Canadian schools.

What are Chinese international students' intentions to apply for permanent residence in Canada through the CEC program? The regression results (shown in Table 3) suggest that studying in B.C. schools (compared to Alberta and Quebec schools) and spending more years in Canada are significant factors encouraging them to decide to apply for permanent residence through the CEC. Students who have obtained work permits are significantly more likely than study permit holders to apply for CEC. The survey results do not capture the significance for other factors that may impact on Chinese students' decision to apply for the CEC.

Table 3: Logit Regression on Chinese Students Post-Graduation Intention to Apply for Permanent Resident in Canada under CEC Program

Independent Variables	Intention to apply CEC (Q11, Yes=1, otherwise=0)	
	All Respondents	Study Permit Holders
Gender (reference: female)		
male	0.2029	0.0143
Age (reference: 20-24 years)		
19 years or younger	-0.8297	-0.5396
25-29 years	-0.0111	-0.1524
30-34 years	0.0616	-1.0570
35 years or older	-1.9134	
Year of Graduate (reference: 2009 or earlier)		
2010	0.3940	0.0969
2011	1.3031	0.6797
2012 or later	1.9902	1.1550
Highest Education (reference: Undergraduate)		
Master	0.8729	1.0050
Ph.D.	-0.4550	-0.0067
Other	3.0841**	1.9117
Major of Study (reference: science/arts)		
applied science/engineering	0.9237	0.5718
business/management	-0.4247	-0.0542
economics/finance	-1.7255	-1.3206
health/pharmacy/nursing	-0.7166	-0.7449
other social sciences/law/others	-1.0328	-0.7217

Province of Study (reference: British Columbia)		
Others	-0.5731	-0.9311
Alberta	-2.3092***	-2.0900**
Ontario	-1.5156	-1.1640
Quebec	-2.3207**	-2.4388**
Years in Canada (reference: 1 year or less)		
2 to 5 years	1.4746**	1.4156**
6 to 9 years	2.3623**	2.1676**
10 years or more		
Status in Canada (reference: Study Permit Holder)		
Canadian Citizen		
Permanent Resident		
Work Permit holder	1.8957*	
Secured Job Offer in Canada (reference: Yes)		
No	0.1819	0.0247
Constant	-2.3402	-1.4852
Statistics		
Number of observations	116	101
Pseudo R-Square	0.2039	0.1694
Log Likelihood	-63.3371	-56.6536
Notes: level of significance * p<.1, **p<.05, ***p<.01		

5) Intention to Start own Business

Canada is not only one of the best places in the world to live and study, but also to work and to do business. It is reasonable to anticipate that some international students, including Chinese students, would consider starting their own business in Canada, or in their home country with business connections to Canada.

According to the survey results, there is no big difference between the intention to start a business in Canada or in China. Nearly one in five respondents has an intention to start their own business either in Canada or in China. Some 31-35% of respondents have no interest at all in business. The majority (45%-48%) are potential entrepreneurs if an opportunity occurs, whether in Canada or in China.

Figure 18

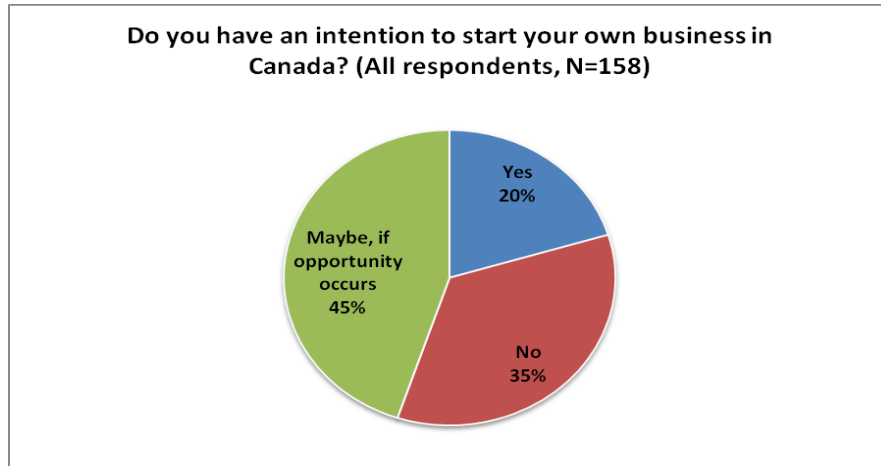
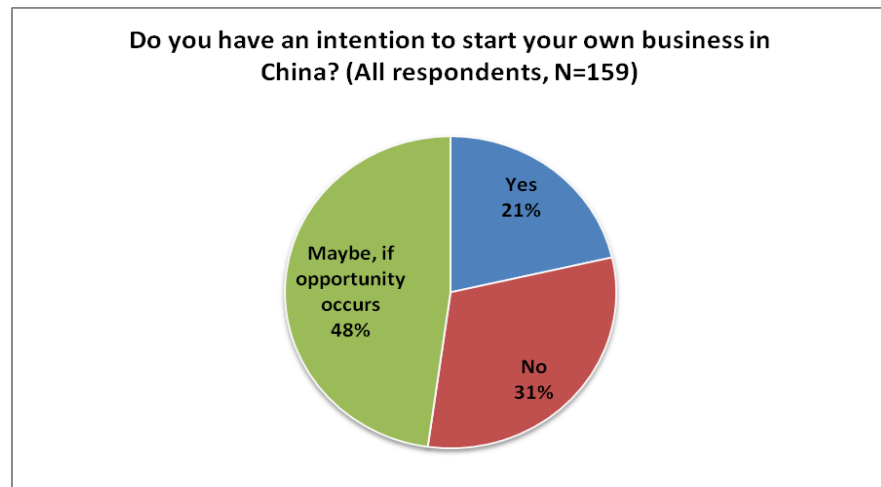


Figure 19



For study permit holders, Chinese students seems less likely to start their own business right after graduation from Canadian schools.

Figure 20

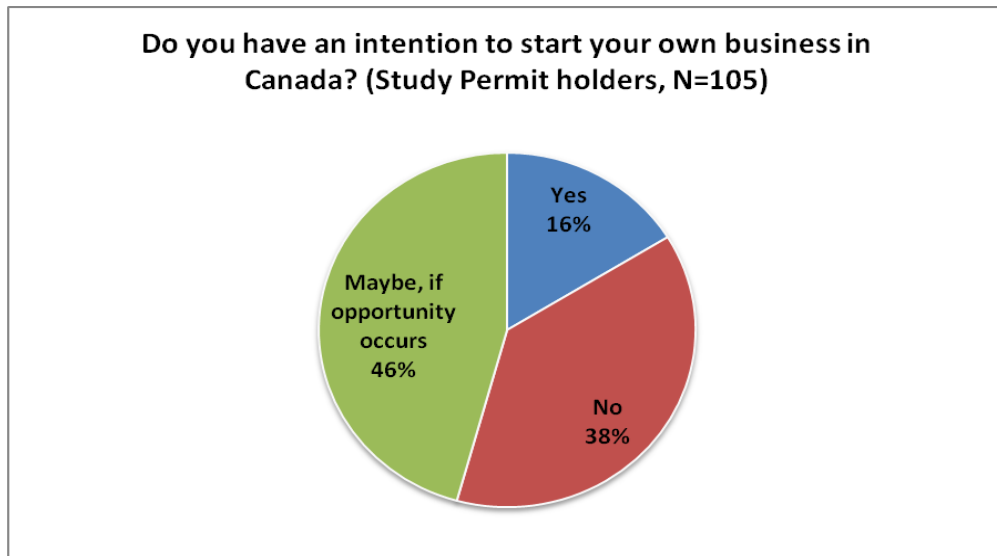
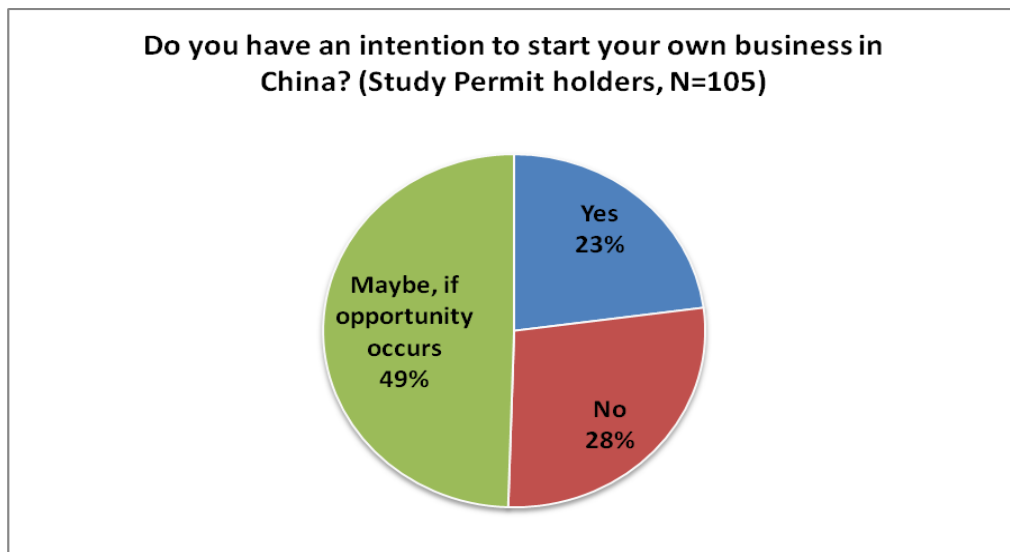


Figure 21



A similar logit analysis is applied to explore factors affecting Chinese international students' decision to start their own business in Canada or in China. Results of the regression are reported in Table 4 and 5.

Table 4: Logit Regression on Chinese Students Post-Graduation Intention to Start Own Business in Canada

Independent Variables	Intention to start own business in Canada (Q13, Yes=1, otherwise=0)	
	All Respondents	Study Permit Holders
Gender (reference: female)		
male	1.5081***	1.6971**
Age (reference: 20-24 years)		
19 years or younger	-0.6331	-1.1500
25-29 years	0.7923	-0.1431
30-34 years	0.0533	
35 years or older	0.3256	-1.1500
Year of Graduate (reference: 2009 or earlier)		
2010	-0.5553	-1.0609
2011	-1.0719	-2.4466
2012 or later	-0.0145	0.3999
Highest Education (reference: Undergraduate)		
Master	-0.5093	-1.9503
Ph.D.	-0.2479	-2.3034
Other	-1.1491	0.3337
Major of Study (reference: science/arts)		
applied science/engineering	1.2367	2.5872
business/management	0.3732	-0.9611
economics/finance	0.0712	-1.3531
health/pharmacy/nursing	0.6006	0.5812
other social sciences/law/others	-0.5836	0.3403
Province of Study (reference: British Columbia)		
Others	-0.6061	-0.5780
Alberta		
Ontario	-1.8218**	-0.7291
Quebec	-1.2171	-1.9142
Years in Canada (reference: 1 year or less)		
2 to 5 years	0.4676	0.9626
6 to 9 years	0.0956	0.0106
10 years or more	-1.0450	0.9626
Status in Canada (reference: Study Permit Holder)		
Canadian Citizen	1.0893	
Permanent Resident	1.2260	

Work Permit holder	0.8133	
Secured Job Offer in Canada (reference: Yes)		
No	-0.7117	-0.8355
Constant	-1.5896	-1.0919
Statistics		
Number of observations	136	84
Pseudo R-Square	0.1860	0.2670
Log Likelihood	-59.422	-29.982
Notes: level of significance * p<.1, **p<.05, ***p<.01		

Table 5: Logit Regression on Chinese Students Post-Graduation Intention to Start Own Business in China

Independent Variables	Intention to start own business in China (Q14, Yes=1, otherwise=0)	
	All Respondents	Study Permit Holders
Gender (reference: female)		
male	1.9781***	1.9359***
Age (reference: 20-24 years)		
19 years or younger	-0.3618	-0.4055
25-29 years	0.0105	-0.1460
30-34 years	-1.7056	
35 years or older		-0.4055
Year of Graduate (reference: 2009 or earlier)		
2010	-0.9592	0.7219
2011	-1.4249	-1.0165
2012 or later	-0.4400	1.0269
Highest Education (reference: Undergraduate)		
Master	0.5549	-0.5228
Ph.D.	-0.5145	-1.7731
Other	-0.6452	0.4017
Major of Study (reference: science/arts)		
applied science/engineering	-0.5306	0.2629
business/management	0.0817	-0.5962
economics/finance	-0.9144	-0.7155
health/pharmacy/nursing	-0.1393	0.2671

other social sciences/law/others	-1.6121	-1.2993
Province of Study (reference: British Columbia)		
Others	-0.9170	-0.8384
Alberta	-2.5356**	-1.4114
Ontario	-0.5947	0.6426
Quebec	-1.1835	-0.9930
Years in Canada (reference: 1 year or less)		
2 to 5 years	0.1424	-0.0268
6 to 9 years	0.4987	0.5122
10 years or more		-0.0268
Status in Canada (reference: Study Permit Holder)		
Canadian Citizen	0.9724	
Permanent Resident	0.1597	
Work Permit holder	-0.9230	
Secured Job Offer in Canada (reference: Yes)		
No	0.2923	0.4451
Constant	-0.7761	-1.9979
Statistics		
Number of observations	136	95
Pseudo R-Square	0.2165	0.2256
Log Likelihood	-58.137	-40.720
Notes: level of significance * p<.1, **p<.05, ***p<.01		

The results in both tables show that male students are significantly more business oriented and have stronger intention to start businesses in Canada or in China. Most other observable variables seem to have no significant impact on Chinese graduates in Canada becoming entrepreneurs.

In addition to the intention to start a business, the survey also captured the area of business that Chinese students are interested in, and their tentative plan to start their own business in the future.

Chinese students in Canada have shown diversified business interests. In general, finance, ICT, and green technology & energy-saving environmental businesses are sectors that Chinese students are interested in the most. Other areas of interest vary considerably from life science, international trade, to bio-chemicals and consulting. In the category of other, respondents indicate sectors including photography, fashion, animation, landscaping, logistics, hospitality, communication and public relations, and medical devices, etc.

The variety of business interests does not have significant variation between groups of all respondents and study permit holders, as shown in Figure 22 and 23.

Figure 22

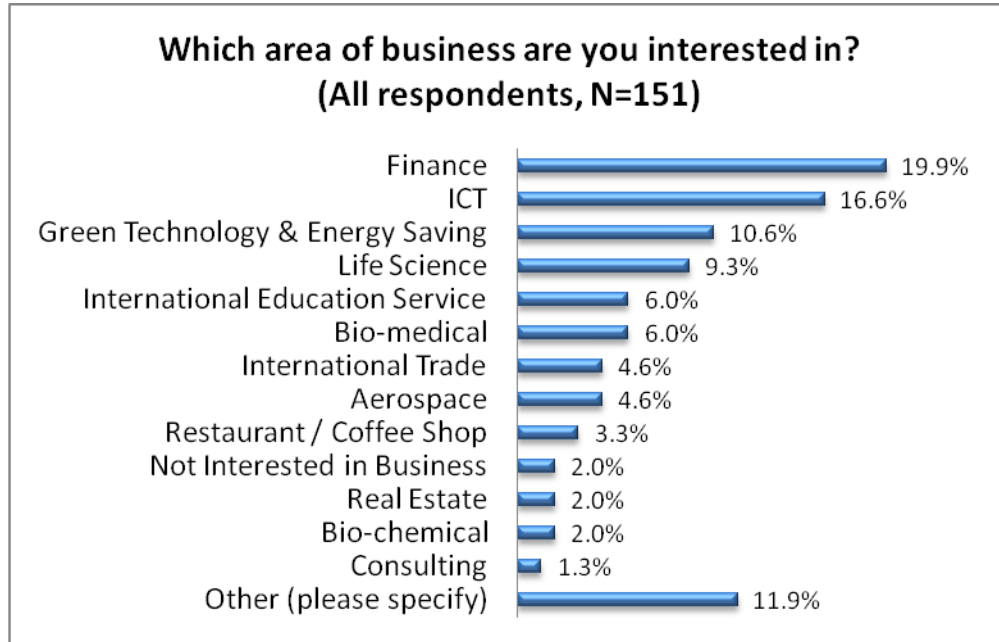
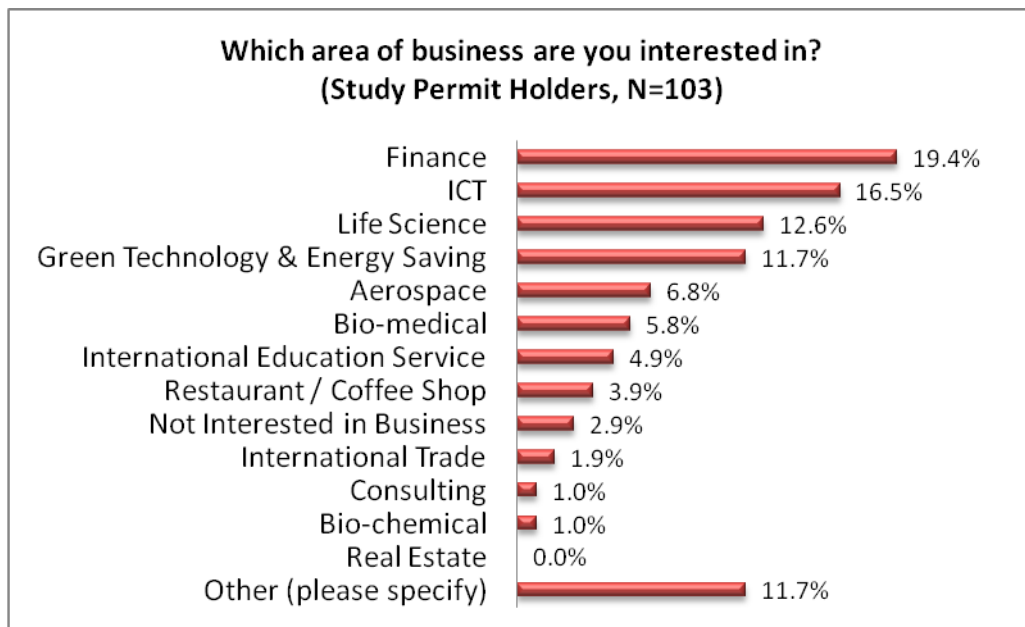
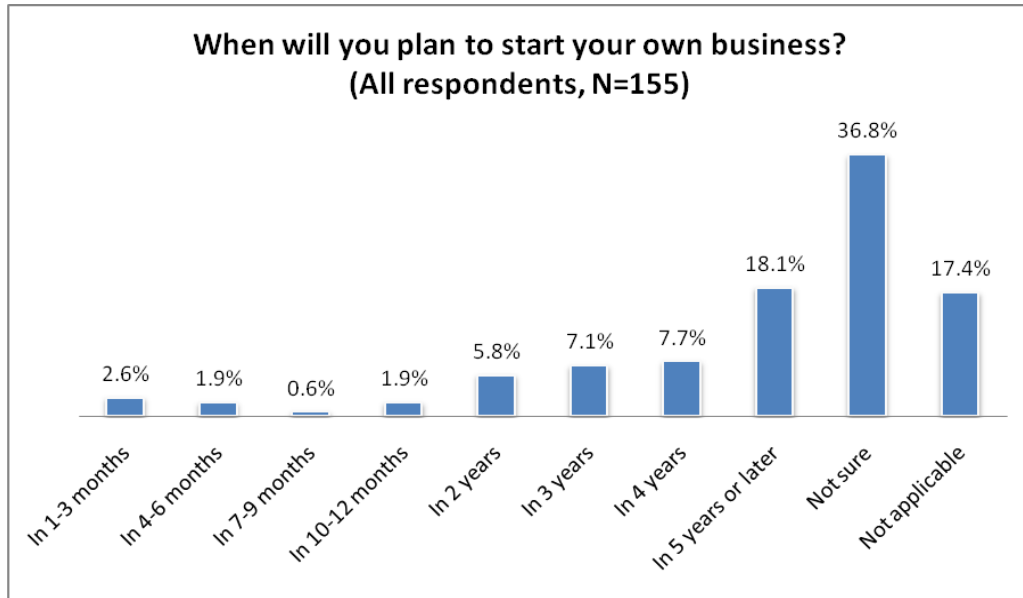


Figure 23



The question about tentative plans to start their own business in the future suggests that Chinese students seem not have definite plans, as the majority (37%) of respondents indicate that they are not sure when to start a business.

Figure 24



6) Perceived Barriers for Starting up Business

Lack of capital funds, lack of knowledge about starting a new business, and lack of market information are the top three barriers that are perceived by survey respondents. Most Chinese students consider these are the three barriers preventing them from starting up or advancing their own business. Student permit holders have the same perception as the entire group.

Figure 25

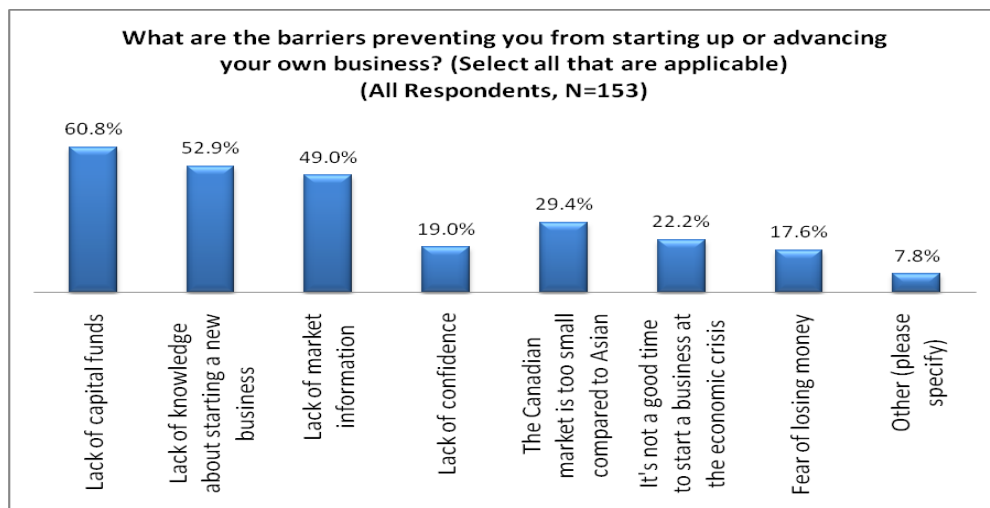
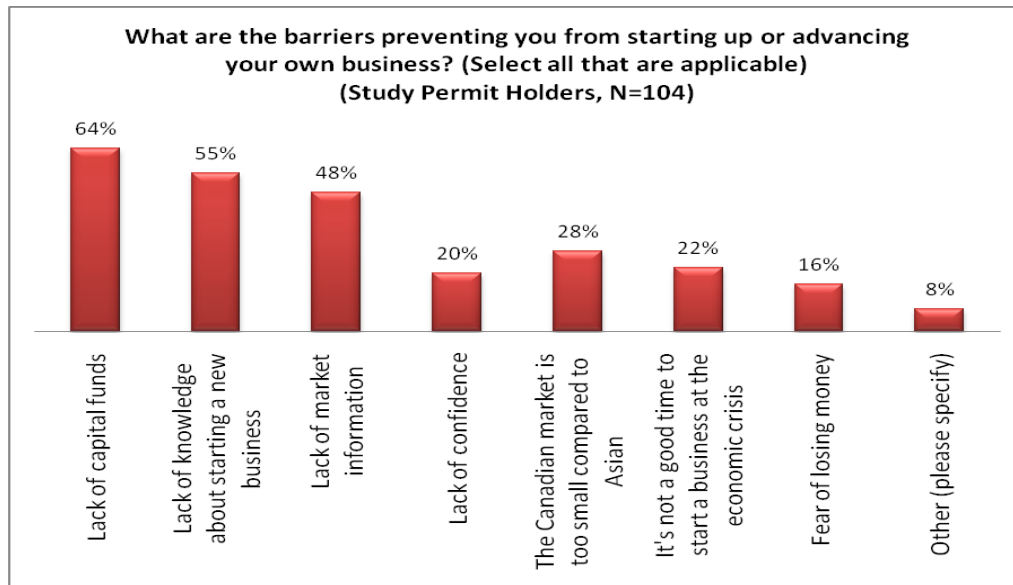


Figure 26



7) Interest in Learning about Business

Nearly 60% of respondents are interested in learning more about government assistance programs in Canada for business start ups. Student permit holders have the same interests as the entire group.

Figure 27

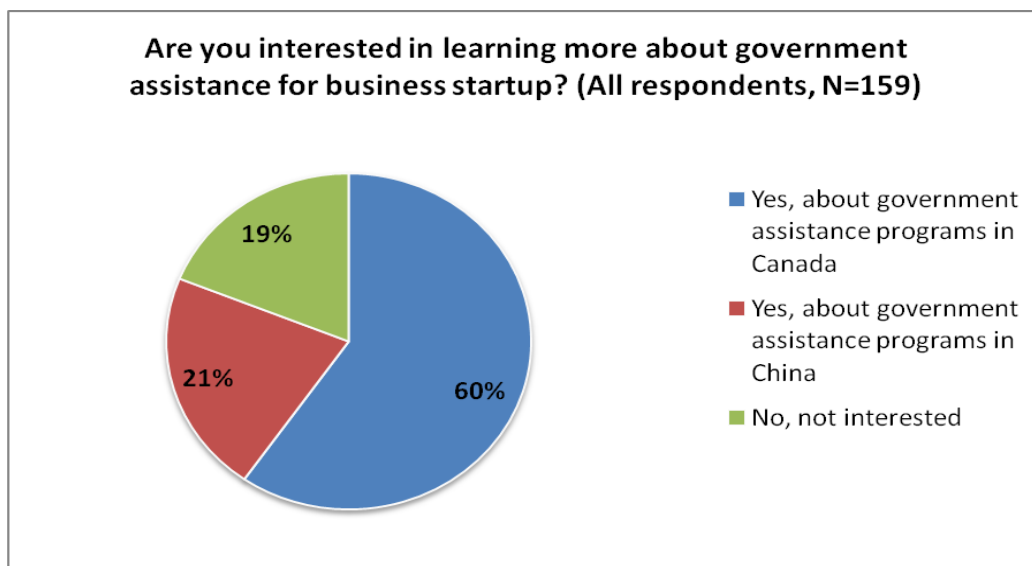
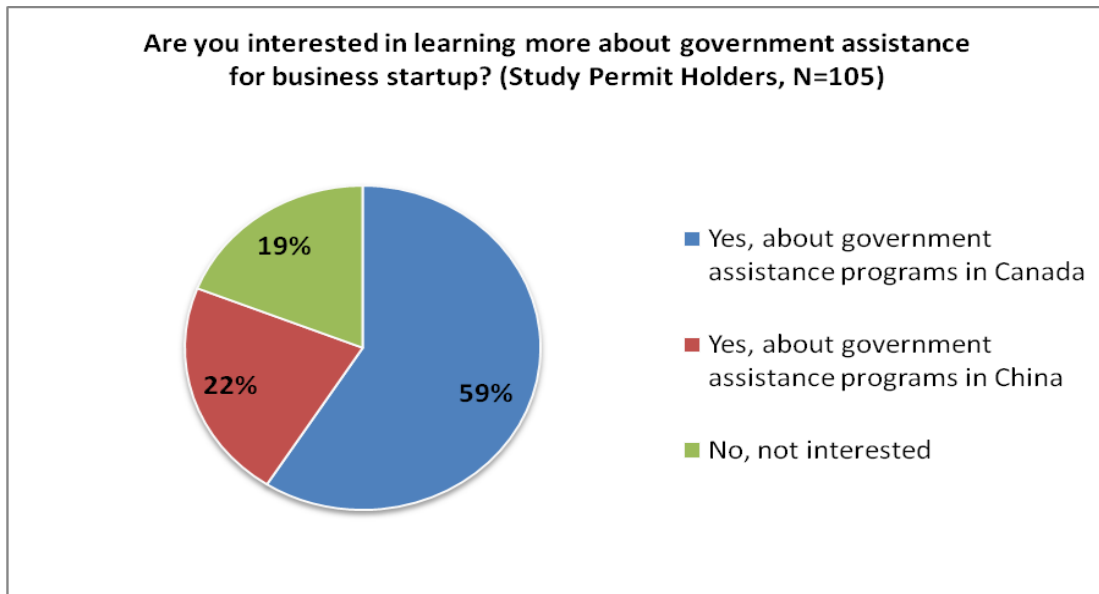


Figure 28



Conclusion

This report has identified that China is currently the second-largest source country of international students entering Canada annually. Chinese students are the largest group among all international students studying in Canada. Therefore, any policy measures related to international students in Canada cannot ignore this significant group.

Although this survey has a small sample size, and the results do not necessarily represent all Chinese students in Canada, the findings still offer a fresh look at the general profile of this group as well as at their intentions after graduation in Canada. These findings may also help Canadian policymakers and service providers related to newcomers in Canada to have a better understanding of the large group of Chinese students in Canada.

Canadian policymakers should avoid assuming that all Chinese students will stay in Canada after completion of study in Canadian schools. The reality is that some of them may plan to return to China or go on to another country.

The CEC program seems popular among most Chinese students in Canada. However, the program needs more publicity and fine tuning in order to attract the nearly 40% of undecided Chinese students to consider applying for this program if the objective of the program is to retain more and better Canadian trained-foreign students.

The business community should also avoid the unrealistic expectation that assumes Chinese international students are naturally the potential entrepreneurs who will play a role in connecting businesses between Canada and China. As the survey results suggest, nearly 31-35% of respondents have no interests at all in business, and only one in five has an intention to start their own business either in Canada or in China.

Despite this, Chinese students in Canada are a prospective group that is worth cultivating with specific focuses. For example, the survey results indicate that males are significantly more business oriented and have stronger intentions than females to start a business, whether in Canada or in China. Chinese students in Canada show diversified business interests. Finance, ICT and green technology & energy-saving related environmental businesses are sectors that they are the most interesting to these students. Lack of capital funds, lack of knowledge about starting a new business, and lack of market information are perceived as the top three barriers preventing them from starting up or advancing their own business.

Providing more information about government assistance program in Canada might be a good start. Nearly 60% of respondents are interested in learning more about government assistance programs in Canada for business start ups.

Reference:

CIC, 2008, "Canadian Experience Class now open for business," *News Release*, September 5, Ottawa, <http://www.cic.gc.ca/english/departement/media/releases/2008/2008-09-05c.asp>, (accessed March 15, 2010).

CIC, 2009, *Facts and Figures 2008: Immigration Overview*, <http://www.cic.gc.ca/english/resources/statistics/menu-fact.asp>, (accessed March 15, 2009).

Zhang, K., (2010 forthcoming), "Flows of People and the Canada-China Relationship," Asia Pacific Foundation of Canada, Vancouver.

Appendix A: List of Contacts

SCHOOL	CLUB/OFFICE
BC	
UBC	Chinese Art Students Society (夏艺庄)
	Chinese Catholic Society
	Chinese Chess Club
	Chinese Collegiate Society (华生社)
	Chinese Students and Scholars Association
	Chinese Students' Association (CSA)
	Chinese Varsity Club
	Association of Chinese Graduates (ACG 华研会)
	Dragon Seed Connection (DSC 龙萃社)
	YOURS Student Association (红人馆)
	International Students Association (ISA)
SFU	China Research Association
	Chinese Culture Club
	Chinese Debate Society
	Chinese Link
	Chinese Student Union (华贤社)
	Chinese Students and Scholars Association (CSSA)
UVic	Chinese Student and Scholars Association
	Chinese Student Radio Association
	Chinese Christian Fellowship
TRU (Thompson Rivers University)	Chinese Students and Scholars Club
	Chinese Gong Fu Club
	Chinese Students & Scholars Association
Langara College	Cathy Snyder Lowe, Int'l Education Coordinator
	Teresa Brooks, Int'l Education Coordinator
Capilano University	Chinese Students and Scholar Association
Kwantlen Polytechnic University	Chinese Student Association
Douglas College	Int'l edu office Int'l Marketing & Recruitment

VCC	Int'l office
UNBC	Asian Club Admin Assistant of Int'l Exchange & Student Programs
Kelowna Area	Kelowna Chinese Students and Scholars Association (KCSSA)
University of the Fraser Valley	Canada-China Liaison
Trinity Western University	Chinese Student Society
Emily Carr University	Int'l Student Services Assistant
Royal Roads University	International & ESL Club
Vancouver Island University	Int'l edu office
Other	Chinese Universities Alumni Association of Vancouver Canada-China Society of Science and Technology
AB	
University of Calgary	Calgary Chinese Students' and Scholars' Association Chinese Students' Society Calgary Chinese Christian Fellowship
University of Alberta	Chinese Students Club China Scholarship Recipient Association Chinese Students and Scholars Association
University of Lethbridge	Int'l office general
Mount Royal University	Int'l education
SK	
University of Regina	Chinese Student Union Chinese Students & Scholars Association
University of Saskatchewan	Chinese Students and Scholars Association
MB	
Brandon University	Coordinator, Office of Int'l Activities

University of Manitoba	Feng Hua Club
	Purple Pearl Dance Club
	Chinese Students and Scholars Association
University of Winnipeg	Coordinator, Int'l Student Services
QC	
Concordia University	Concordia Chinese Students Association
HEC Montreal	Head, Int'l Student Affairs
McGill University	Chinese Students and Scholars Association
	Chinese Students' Society
	Int'l Student Services
	Education Graduate Student's Society
	Religious Studies Graduate Society
ON	
University of Toronto	Chinese Christian Fellows
	Chinese Magazine
	Chinese Undergraduate Association
	Evergreen Association
	Engineering Chinese Club
	Chinese Debate Society
	Chinese Student' Association (UTCSA)
	Chemical Engineering Graduate Students Association
	Cell & Systems Biology Graduate Union
	Graduate Students' Association at Scarborough (GSAS)
Ryerson University	Chinese Students' Association
	Chinese Debate Association of Ryerson
Brock University	Chinese Student & Scholars Association
Trent University	Chinese Student Association
Carleton University	Chinese Student Association
University of Guelph	Guelph Chinese Students & Professionals Association
University of Ottawa	Int'l office manager

Lakehead University	Communication Director
Laurentian University	Chinese Student and Scholars Association
McMaster University	Chinese Students & Scholars Association
	Chinese Debating Society
	Chinese Students' Association
	Chinese Engineering and Science
University of Waterloo	Chinese Drama Club
	Chinese Students Association
	Chinese Students and Scholars Association
Nipissing University	Int'l Services and Programs Administrator
University of Western Ontario	Chinese Students' and Scholars' Association
	Chinese Students' Association
	Chinese Debating and Public Speaking Association
	Society of Graduate Students
University of Windsor	Chinese Students and Scholars Association
Queen's University	Chinese Online Media
	Chinese Students and Scholars Association
	Chinese Students' Association
	Queen's Cantonese Debating Society
Wilfrid Laurier University	Chinese Student Association
York University	Chinese Students' Association
	Association of Chinese Student and Scholars
	Chinese Debating Society
Seneca College	Seneca Chinese Debate Association
Others	Ontario Inter-Collegiate Chinese Debate Alliance
NB	
Mount Allison University	Chinese Students' Association
	Coordinator, Zhejiang Exchange Program

	Int'l Advisor
University of New Brunswick	Overseas Chinese Students Association
PEI	
University of Prince Edward Island	Chinese Student Association
NS	
Acadia University	Coordinator, Int'l Education
Cape Breton University	Coordinator, Study Abroad Program
Dalhousie University	Halifax Chinese Student and Scholar's Association Int'l Student Advisor
Mount Saint Vincent University	Int'l and Exchange Student Advisor, Int'l Student Office
Saint Mary's University	Office Coordinator, Int'l Centre
St. Francis Xavier University	Chinese Association Int'l Exchange Coordinator
NF	
Memorial University of Newfoundland	Chinese Students and Scholars Association

Note: the information of this table is compiled mainly through internet search.

Appendix B: Screen Shot of Advertisements

The survey was advertized on Chinese online media and the screen shot of the advertisements are provided below.



Survey
advertisement in
Chinese





Survey advertisement in Chinese



Appendix C: About Author and Acknowledgement

Kenny Zhang is a Senior Project Manager at the Asia Pacific Foundation of Canada. Mr. Zhang joined the Foundation in January 2003 and specializes in China and immigration topics. His main research interests include Canada-China trade and investment relations, economics of immigration of Canada with focus on the Canadians abroad. Mr. Zhang received his BA and MA degrees in economics from Fudan University, China and the Institute of Social Studies, The Netherlands, respectively. Prior to joining the Foundation, he worked as associate research professor at the Shanghai Academy of Social Sciences and senior researcher at the Centre of Excellence on Immigration Studies at Simon Fraser University, Vancouver.

Mr. Zhang is on the Board of Directors of Canada China Business Council (BC Chapter). He has been a member of Vancouver Mayor's Task Force on Immigration since 2005. He is also member on the Joint Federal Provincial Immigration Advisory Council and Immigrant Employment Council of British Columbia.

Mr. Zhang can be contacted by email: kenny.zhang@asiapacific.ca

The research assistant of Victor Chen and Stella Guan are gratefully acknowledged.